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ABSTRACT

The national, longitudinal study examined whether racially and ethnically diverse student enrollment patterns in otherwise similar colleges and universities increase the likelihood that college students will develop greater social concern and humanitarian values than students in less racially diverse institutions. Using Allport's contact theory which defines the conditions necessary for integrated environments and an input-environment-outcome model, the study compared responses of 4,112 students surveyed by the Cooperative Institutional Research Program in both 1982 and 1986. Data were analyzed (hierarchical multiple regression and analysis of variance) in terms of the model's four components: student input or pre-enrollment characteristics, environment-structural traits, environment-involvement characteristics, and outcomes. Results included: (1) between the freshman and senior years, social concern values declined for white students and increased for black students; (2) racial diversity did not contribute either positively or negatively to student value development; (3) involvement was a critical factor regardless of race, gender, and institution type in students developing greater social concern values; and (4) students attending predominantly white public four-year institutions became less socially concerned over the years and were less involved. Tables are included. Contains 46 references. (Author/SM).

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THE IMPACT OF RACIAL DIVERSITY AND INVOLVEMENT ON COLLEGE STUDENTS' SOCIAL CONCERN VALUES

by

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Paper presented at

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ABSTRACT

The Impact of Racial Diversity and Involvement on College Students' Social Concern Values

The paper will report the results of a national, longitudinal study examining whether racially and ethnically diverse student enrollment patterns in otherwise similar colleges and universities increase the likelihood that college students will develop greater social concern and humanitarian values than students in less racially diverse institutions. Using Allport's "contact theory" which defines the conditions necessary for integrated environments, the study employed an "input-environment-outcome" model which utilized hierarchical multiple regression and analysis of variance to assess the outcomes of various structural and involvement characteristics of college environments while controlling for differential student characteristics.

Do racially and ethnically diverse student enrollment patterns in otherwise similar colleges and universities increase the likelihood that college students will develop greater social concern and humanitarian values than students in less racially diverse institutions? Although Blacks, Hispanics and Native Americans remain seriously under-represented (Richardson, Simmons & Santos, 1987), the increasing number of students of color will bring about many changes in the higher education environment. As a result higher education has a rich resource of cultural diversity. Moreover, higher education faces many challenges to create environments that support this diversity.

The impact of racial diversity in the higher education milieu is a critical and timely topic to study. With the demographics already changing it is imperative to assess the campus climate in order to get a reading on the positive and negative outcomes of diversity.

The study of the impact of diverse environments in higher education is relevant for several reasons. First, the implications of the changing "color and culture" of colleges and universities must be understood as it affects the college environment and its students. It is critical that interaction between students, and between students and faculty provide the necessary support for all students to be successful in their academic, personal, and social goals.

As reported incidents of racial tension on college campuses have increased over the last few years (Corwin, 1989; Harris, 1989; Miller, 1988; Pasternak & Stewart, 1988; Secter, 1988) the call for assessing the environment is imperative. Understanding the complex issues related to developing an integrated environment, one in which all students can be successful (Sedlacek, Brooks, & Mindus; 1973) is important for higher education leaders, faculty and student personnel professionals. Second, for many traditional age students higher education serves as a starting point to the transition into adulthood and preparation for a career, long-term relationships, and community involvement. Factors that contribute to the adaptation to a culturally diverse world and that promote social, economic and racial equality are important to discover and affirm (Sampson, 1986). Third, it is clear that institutional leadership is essential in setting the tone for open-mindedness and tolerance; this work will provide information which should affect discussion and implementation of institutional policies and practices (Allport, 1954).

Impact of Racial Integration

The current study is designed to address the impact of racial diversity on college student's social concern values. Since the research is a national, longitudinal study it

serves to assess "the pulse" of American college students' values. The study draws upon a broad scope of literature since very few studies have approached this research question. The first area embodies the research on racial integration and racial attitudes within the context of education and, specifically, higher education. The results of the majority of the studies suggest that racial integration as defined by the presence of numbers has not improved intergroup contact nor improved racial attitudes (Madrazo-Peterson & Rodriquez, 1978; Nettles, 1988; Patterson & Sedlacek, 1984; Sampson, 1986; Wilkerson, 1987). Clearly, the most current reports from campuses across the nation suggest that racial tension has increased. Two recent headlines in the Los Angeles Times describe the climate, "A New Bigotry Ripples Across U.S. Campuses" (Secter, 1988) and "Racial Tension Erupts in Melee at UCLA" (Pasternak & Stewart, 1988).

The literature on tokenism perhaps explains the increase in racial tension on college campuses. Kanter (1977) suggests that in a "skewed" group, one in which there is a preponderance of one type (race, gender, etc.), the few in this group are identified as "tokens". The token is seen as a highly visible person in the group, is often stereotyped, and their beliefs are often seen in contrast to the dominant members. The presence of a token makes the dominant group more aware of their commonalty at the same

time that this commonalty is threatened. Kanter and others have suggested that 20% minority membership in a group is needed before the issues of tokenism decrease. Since the total percentage of minority students as a group in higher education, let alone the smaller numbers of individual racial/ethnic groups, is less than 20% the effects of being a token certainly must be seen as a contributing factor to the current tensions on college campuses.

It is clear that proximity or the "add and stir" notion of integration, does not contribute to the improvement of racial attitudes. However, very few studies were constructed to examine the nature and quality of the contact. It is the goal of this research to study the impact of both the numbers and the nature and quality of the interaction.

Social Concern Values

The literature and research on college student value development and the impact of the college environment on students' values is the second major body of literature which contributes to this study. The particular focus of this research is on the impact of college on social concern values described by Terenzini (1988) as values of altruism, social conscience, humanitarianism and similar "other-person" orientations. A great deal of research has focused on this area of study encompassing topics such as

altruistic, civic and humanitarian values (Astin, 1977; Astin, H. & Kent, 1983; Chickering, 1969; Feldman & Newcomb, 1969; Hyman & Wright, 1979; Jacob, 1957; Levine, 1980; Pascarella, Ethington & Smart, 1988; Terenzini, 1988). These major works in general suggest that the development of humanitarian values are associated with exposure to higher education. More specifically, the role of involvement has become essential in the study of impact on college student values. Involvement with peers, faculty and the institution contributes to the development of social concern, altruistic and humanitarian values (Astin, 1977; Lacy, 1978; Pascarella, Ethington & Smart, 1988; Terenzini, 1988).

Current Study

To date, no research has focused on a multi-institutional, longitudinal study of social concern such as this current one. Previous research has examined interracial contact on attitudes primarily in single institutional settings, rather than with larger, representative samples. Although the study of the impact of college on student's values has provided a rich history of research, very few studies have examined the complex issues related to the impact of increasing racial diversity on social concern values.

The purpose of this study is to examine the impact of a racially integrated environment on college students' social

concern values. The basis of this study is rooted in Gordon Allport's theoretical perspective for constructive intergroup relations (1954). Allport states that simple proximity of individuals from different races is not enough to insure constructive relations. In his contact theory, Allport suggests that intergroup contact may reinforce previously held stereotypes and increase intergroup hostility unless the contact is structured to provide 1) equal status for minority and majority group members, 2) strong institutional support for positive relations, and 3) cooperative interaction or mutual interdependence aimed toward achievement. The application of the intergroup contact theory to a multi-racial college environment is the focus of the current research.

The research question posed is to assess the impact of racial diversity and involvement, together on changes in student attitudes. The research to date suggests the significance of racial diversity and involvement in looking at changing values and leads to the development of a model with which to examine the data.

The essential conditions of an integrated environment are operationalized in this study by the racial diversity of a college or university and the level of student's social and academic involvement. This study employs a modified "input-environment-outcomes" model (Astin, 1970a, 1970b; Lacy, 1978; Pascarella, 1985; Tinto, 1975, 1987) shown in

Figure 1, which utilizes complex multivariate analysis to assess the outcomes of various structural and involvement characteristics of college environments while controlling for differential student characteristics. Drawing from the research of Chickering (1969), Tinto (1975) and Pascarella (1980) the model proposes four components: 1) student input or pre-enrollment characteristics, 2) environment-structural traits, 3) environment-involvement characteristics, and 4) outcomes.

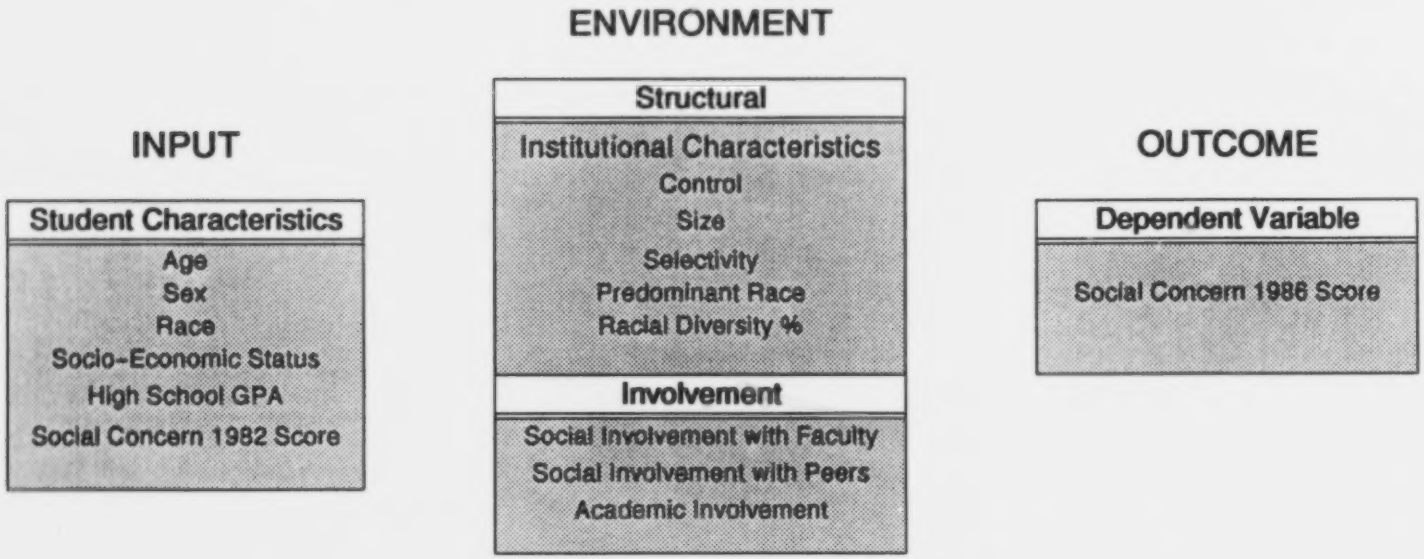
Hypothesis

Attendance at a racially and ethnically diverse institution and student involvement together, will increase the likelihood that college students will develop greater social concern than students who attend less racially diverse institutions and who are less involved.

Procedures

The longitudinal study utilized national data from the Cooperative Institutional Research Program (CIRP), sponsored by the American Council on Education and the University of California, Los Angeles. The sample was drawn from a national sample of entering freshman students who participated in the Fall 1982 survey (The Student Information Form) and who completed a follow-up survey in 1986.

Figure 1: Impact of Racial Diversity and Involvement on College Students' Social Concern Values Model



The final sample of those subjects who responded to both the 1982 and 1986 surveys numbers 4112. Women comprise 59% and men make up 41% of the sample. The subjects represented a traditional age cohort of college students with the mean age in 1982 of 18. Over 99% of the sample attended college on a full time basis. The race of the subjects include 89.2% White, 8.1% Black, .9% American Indian, 1.5% Asian American, .8% Chicano, .6% Puerto Rican and 1.3% "other".

Dependent Variable

Social concern has been operationalized by creating a score utilizing six identical items from the "Goals and Values" section of the 1982 and 1986 instruments. The students were asked to indicate the personal importance of a number of goals and values using four possible responses: (1) not important, (2) somewhat important, (3) very important (4) essential. The social concern score consisted of the following six items: influencing the political structure, influencing social values, helping others who are in difficulty, developing a meaningful philosophy of life, participating in community action, and helping to promote racial understanding. A score was computed by adding the responses from the six variables. The scale was subjected to Cronbach Alpha reliability analysis. The internal consistency reliability score for the 1982 scale was .84 and

.86 for the 1986 measure, indicating strong inter-item correlation.

Input Variables

The input or pre-enrollment variables are drawn from the 1982 Freshman Survey and include gender, age, race, parent's education, career and income; and high school grade point average. In addition, the social concern variable from the 1982 survey was used as a pretest of the dependent variable.

Environment-Structural Variables

Since the higher education system encompasses a broad array of institutions, the importance of assessing the impact of college "characteristics" and college "experiences" is essential (Astin, 1977). It is well documented that institutional characteristics such as size, control, selectivity and predominant race can influence students' experiences and consequently affect their retention, withdrawal, involvement and satisfaction (Tinto, 1987). The relationship of institutional structure to student outcomes, however, must be viewed with caution because the institutional effects are mediated by student and faculty interaction (Lacy, 1978; Pascarella, 1985; and Nettles & Johnson, 1987).

The model differentiates between these environment-structural variables and environment-involvement variables.

The first set of variables consist of institutional characteristics of the college or university each subject attended. This data was obtained from the 1984 Integrated Postsecondary Education Data System (IPEDS) and merged with the follow-up data. The environment-structural characteristics included in this study are institutional size, type, control, gender, race and selectivity.

The final structural characteristic included in this study is the extent of racial diversity in full time equivalent undergraduate enrollment expressed as a percentage of non-white students among all students. This variable, in addition to the involvement variables, is used to operationalize the conditions of an integrated environment. The information was drawn from the IPEDS data and merged into each subject's record.

Environment-Involvement Variables

The categories of student involvement with faculty, peers, and the academic system have been identified as important factors in predicting persistence and retention, satisfaction, and affective and social development (Astin, 1977; 1984; Chickering, 1969; Lacy, 1978; Nettles & Johnson, 1987; Pascarella, 1985; Pascarella, Ethington & Smart, 1988; Pascarella, Smart & Braxton, 1986; Terenzini & Pascarella, 1977; and Tinto, 1975, 1987). The involvement measures have been developed in order to operationalize the "integrated"

environment, one in which constructive intergroup contact can occur, defined by Allport (1954), Amir (1969) and Pettigrew (1971). For this study, it is assumed that if students are involved with their peers, involved with their faculty both formally and socially, and involved with the academic program, then the conditions for constructive intergroup contact are present. Combining racial diversity and involvement, then, is the operational definition of an "integrated environment".

Three environment-involvement variables were developed from items in the 1986 Follow-Up survey: social involvement with faculty, social involvement with peers, and academic involvement. The involvement scores were subjected to the Cronbach Alpha reliability test resulting in internal consistency reliability coefficients of .83, .80, and .79 respectively, indicating strong inter-item reliability.

Analysis

Hierarchical stepwise multiple regression was used in order to predict the dependent variable, 1986 Social Concern. The dependent variable was regressed on the independent variables in three stages. Pre-enrollment variables including gender; race; high school grade; parent's education, career, and income; and the 1982 Social Concern score were entered in the first step of the regression. Five environment-structural characteristics

including institutional control; predominant race; selectivity; size; and racial diversity were entered at the second step. The three environment-involvement variables consisting of social involvement with faculty; social involvement with peers; and academic involvement were entered at the final step of the analysis.

In order to examine the impact of different environments on the outcome measure, regression analysis was conducted separately for predominantly white four year colleges and universities including separate analysis for public and private control, and historically Black four year colleges.

Many studies have suggested that race and gender differences influence different outcomes of college (Astin, 1977, 1982; Astin, H. & Kent, 1983; Pascarella, Ethington & Smart, 1988). Therefore separate analyses were conducted for Black and white women and men.

In order to further explore the relationship between diversity and involvement with the development of social concern values, analysis of covariance was conducted for students attending predominantly white and private public institutions.

RESULTS

Social Concern 1982 and 1986

The most surprising finding of this study was that, for

the entire sample, the social concern values decreased over four years of college. Table 1 and 2 describe the Social Concern scores by institution for gender and race, respectively. Although the decrease was not large, it was significant, declining from 13.53 in 1982 to 13.37 in 1986 (on a 6 to 24 range). The 1982 and 1986 measures represent relatively low scores, indicating that students' average response to the items was "somewhat important".

This finding contradicts a great deal of the studies previously reviewed which indicate that students change during their college years, becoming more liberal, altruistic and socially concerned (Astin, 1977; Bowen, 1977; Chickering, 1969; Feldman & Newcomb, 1969; Hyman & Wright, 1968; Lacy, 1978; Pascarella, Ethington & Smart, 1988; Terenzini, 1988). Rather, these results confirm Jacobs early findings suggesting that the impact of the college experience is to "simply socialize and refine the individual and refine his values so that he can fit into American life" (1957, p. 4). However, when reviewing the results by institutional type, race and gender this decline is isolated to particular students and institutional settings.

In order to understand the differences among students and the impact of the college environment on the 1986 social concern measure, analysis of covariance was conducted. The 1982 social concern measure was covaried with gender, race and institutional type. The results indicate significant

TABLE 1

Means, Standard Deviations and Mean Change of Social Concern 1982 and 1986 Variables by Institution

Variable	All		Four Year White Public		Four Year White Private		Four Year Black		Two Year	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
All										
Social Concern 1982	13.53	(3.27)	13.41	(3.24)	13.70	(3.61)	15.45	(3.51)	12.69	(3.20)
Social Concern 1986	13.34	(3.59)	13.01	(3.50)	13.64	(3.61)	15.76	(3.38)	12.62	(3.38)
Mean Change	-0.19 **		-0.40 **		-0.04		0.31		-0.07	
Women										
Social Concern 1982	13.62	(3.15)	13.56	(3.16)	13.71	(3.03)	15.24	(3.40)	12.87	(3.07)
Social Concern 1986	13.49	(3.50)	13.23	(3.45)	13.63	(3.51)	15.56	(3.42)	12.90	(3.35)
Mean Change	-0.13		-0.33 **		-0.08		0.32		0.03	
Men										
Social Concern 1982	13.38	(3.45)	13.19	(3.34)	13.66	(3.42)	15.92	(3.71)	12.47	(3.35)
Social Concern 1986	13.12	(3.71)	12.69	(3.57)	13.55	(3.77)	16.17	(3.27)	12.27	(3.40)
Mean Change	-0.26 **		-0.50 **		-0.11		0.25		-0.20	

N=4112; t>2.00, *p<0.05; t>3.00, **p<0.01

TABLE 2

Means, Standard Deviations and Mean Change of Black and White Students' Social Concern 1982 and 1986 Variables by Institution

Variable	All		Four Year White Public		Four Year White Private		Four Year Black		Two Year	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Black - All										
Social Concern 1982	15.11	(3.54)	14.24	(3.62)	14.17	(2.81)	15.59	(3.47)	14.32	(4.30)
Social Concern 1986	15.46	(3.66)	13.96	(4.01)	15.83	(4.06)	15.85	(3.37)	15.37	(3.83)
Mean Change	0.36		-0.27		1.66 *		0.26		1.05	
White - All										
Social Concern 1982	13.36	(3.21)	13.36	(3.21)	13.63	(3.19)			12.64	(3.16)
Social Concern 1986	13.14	(3.51)	12.95	(3.48)	13.53	(3.57)			12.52	(3.31)
Mean Change	-0.22 **		-0.41 **		-0.10				-0.12	

N=4112; t>2.00, *p<0.05; t>3.00, **p<0.01

differences do exist between types of institutions ($F=6.89$, $p<.01$), race ($F=13.66$, $p<.01$) and gender ($F=44.26$, $p<.05$). Black students and women students have higher social concern scores. No two-way interactions were found. These variables account for 78% of the variance ($p<.01$). Results from compared group T-Tests reveal that differences exist among each institutional type. The mean scores reveal that students attending historically Black colleges or predominantly white four year private institutions are more likely to develop a greater sense of social concern.

The decline in social concern values of white and male students, and students attending public institutions is an important finding and may explain the growing racial tension found on college campuses. The campus climate will reflect the disparity between racial and gender groups unless attention is focused on understanding what contributes to the decline in social concern values.

Regression Analysis

The results of the regression analysis do not fully support the hypothesis. The findings as described in Table 3 show that for the entire sample, racial diversity and involvement together, modeling conditions of an integrated environment, do not promote social concern values. However, the results underscore the important role of involvement as a key factor in the development of greater social concern

TABLE 3

Hierarchical Regression Analysis Summary - All Cases

Variable Set Entered	R2	R2 Increase	Beta	t
A. Pre-enrollment characteristics				
1. Social Concern 82			0.45	30.12 **
2. Student's race - Black			0.14	9.16 **
3. Father's education			0.02	1.31
4. Mother's education			0.03	1.40
	0.258			
B. Institutional characteristics				
5. Private institutions			0.01	0.51
	0.261	0.030 **		
C. Involvement Variables				
6. Social involvement - faculty			0.22	34.72 **
7. Academic involvement			0.11	2.81 **
8. Social involvement - peers			0.06	2.74 **
	0.287	0.026 **		
TOTAL R2	0.287			

N=3364; Minimum Pair N=3364
*p<0.05, **p<0.01

values. Although racial diversity does not contribute to the development of social concern it is important to stress the finding that neither did it contribute negatively to the outcome measure. The bivariate correlation between diversity and social concern was positive, but small in all cases.

Although the results of the regression analysis did not fully support the hypothesis, the findings from the analysis of covariance contribute to a better understanding of the relationship between racial diversity and involvement. These results will be discussed following the discussion of the regression analysis.

Total Sample

For the entire sample the pretest of the social concern measure contributed the largest variance to the total R2, with a beta of .45. This finding supports the assumption that the greatest predictor of student values are the values students bring to college. Another consistent predictor of social concern values was being Black. The model included controlling and testing for other differential input characteristics. By and large, there were no consistent findings of significant differences other than being Black.

The only environment-structural characteristic that entered the regression equation was private control. This finding, in conjunction with the results of the analysis of

variance, reveals important information about the impact of the conditions found in private institutions, compared to those found in public institutions. Clearly, the impact of the environment in private institutions promotes change in students' social concern values. However, this variable became insignificant after the three involvement variables entered at the third step of the regression analysis, indicating its indirect effect.

One of the central findings of this study is that involvement is the most important direct effect of the college experience in the development of student's social concern values. This finding was consistent for all racial groups, gender and institutional type. These results corroborate the previous research of Pascarella, et al. (1986, 1988); Lacy, (1978) and Astin, (1977, 1984) which reveal the importance of involvement on change in student values. Moreover, the results show that the institutional characteristics are mediated by involvement in the college environment, indicating that the involvements factors are the direct effects of the college experience confirming earlier research (Lacy, 1978; Pascarella, 1980; 1984; and Tinto, 1975; 1987). Although all three involvement variables contribute to predicting social concern, overall it appears that social involvement with faculty and academic involvement are the most important.

Institutional Type

Analysis of the hypothesis was conducted on four major institutional groups: predominantly white four year colleges and universities, including further analysis for public and private control; and historically Black four year colleges. Although the hypothesis was not supported in any of these institutional types, some differences were found.

The 1982 social concern score accounts for the greatest variance in all institutions; however, the variance differed by institutional race. In predominantly white public and private colleges and universities the input characteristics account for 25 to 26 percent of the variance, the social concern measure accounting for the greatest portion. However, this differs with historically Black colleges where the social concern score is the only input variable that entered, and accounts for only 5% of the variance.

Although previously noted, being Black was a significant input characteristic for the entire sample, race was also significant in other institutional types. Being Black was a predictor of social concern for students attending predominantly white four year private institutions, but not so in any other institutional type. Being white in predominantly white four year institutions contributed to a lower social concern score, but not in any other institutional type.

No environment-structural characteristics, including

racial diversity, entered the regression analysis in any institutional group. The involvement variables contribute different amounts to the variance by institutional type: more in historically Black colleges compared to predominantly white institutions and more in white private institutions than in their public counterpart.

Several conclusions can be drawn from these results. Race is a factor in predicting social concern; Black students will develop greater social concern values and white students' values will decline. Regardless of the amount of variance accounted for by the input characteristics and the type of institution, involvement with faculty and/or peers accounts for nearly the same amount of variance in predicting social concern in both predominantly white four year public and private institutions. This differs for students attending Black colleges where involvement with the formal academic system is the most significant involvement predictor for social concern.

Student Differences

The hypothesis was also tested to determine whether racial and gender differences exist in predicting social concern values. The hypothesis was not fully supported in the regression analysis for either Black or white students or for female or male students. The results however, consistently affirm the significance of involvement in

enhancing social concern values for students regardless of race, gender and institutional type. Racial diversity did not contribute either positively or negatively to predicting social concern.

The results for white students, shown in Table 4, were fairly similar to the entire sample. The pre-enrollment characteristics that entered the regression for all white student include the pretest on social concern and both mother's and father's education. For Black students the only pre-enrollment characteristic that entered was the pretest on social concern.

For white students, the only environment-structural variable that entered was private control. Differences emerge when reviewing the results for white students by gender and institutional type. Institutional selectivity entered and remained significant for women attending predominantly white four year institutions and remained a predictive variable when the regression was run for private institutions. Private control entered for white men attending predominantly white four year institutions, however it became insignificant after the involvement variables entered. Racial diversity did not enter but the bivariate correlation was positive.

For Black students no environment-structural characteristics entered for the entire group. However, when conducting the analysis for Black students attending

TABLE 4

Hierarchical Regression Analysis Summary - White Students, All Institutions

Variable Set Entered	R2	R2 Increase	Beta	t
A. Pre-enrollment characteristics				
1. Social Concern 82			0.46	29.57 **
2. Mother's education			0.04	2.01 *
3. Father's education			0.03	1.49
	0.249			
B. Institutional characteristics				
5. Private institutions			0.01	0.15
	0.261	0.012 **		
C. Involvement Variables				
6. Social involvement - faculty			0.11	5.31 **
7. Academic involvement			0.02	2.78 **
8. Social involvement - peers			0.02	2.64 **
	0.287	0.036 **		
TOTAL R2	0.287			

N=3660; Minimum Pair N=3027
*p<0.05, **p<0.01

predominantly white four year institutions, described in Table 5, private control entered the equation adding 5.8% to the variance. Again, after the involvement variables entered, private control dropped out reflecting its indirect role.

The environment-structural variables seem to influence both races in the same manner. Attending a predominantly white private institution tends to contribute to social concern but it serves as an indirect effect for the more direct measure of involvement.

All three involvement variables contributed to predicting social concern for white students contributing 3.6% to the variance. Social involvement with faculty was the strongest predictor of social concern in all institutional types. The one exception was in public institutions where social involvement with peers and academic involvement entered the equation for white women.

The involvement variables enhancing Black students' social concern values contributed a greater amount to the variance than for white students. For the entire sample of Black students, social involvement with faculty contributes 4.8% to the variance. Academic involvement is the only environment-involvement variable that entered for Black students in predominantly white four year colleges and universities and historically Black colleges accounting for 5% of the variance in both settings.

TABLE 5

Hierarchical Regression Analysis Summary - Black Students, Four Year White Institutions

Variable Set Entered	R2	R2 Increase	Beta	t
A. Pre-enrollment characteristics				
1. Social Concern 82	0.234		0.54	5.22 **
B. Institutional characteristics				
2. Private institutions	0.292	0.058 *	0.19	1.89
C. Involvement Variables				
3. Academic involvement	0.343	0.051 *	0.24	2.28 *
TOTAL R2	0.343			

N=94; Minimum Pairs=71
*p<0.05; **p<0.01

Although all three involvement variables contribute to predicting social concern values, differences are found between Black and white students. When looking at students in various institutional settings these differences suggest that for Black students it is the involvement with the formal academic system, and for white students it is social involvement with faculty that promotes social concern values.

For Black students then, it is the more "formal" relationship and satisfaction with their college experience that appears to be the important kind of involvement. A high level of academic involvement would include the following: a higher grade point average, participation in honors programs, a higher level of satisfaction with courses in the major field and with overall quality of instruction, and opportunities to discuss coursework and assignments outside the classroom.

This differs somewhat for white students whose social involvement with faculty seems to be the most consistently important involvement measure in predicting social concern values. A high level of social involvement with faculty would include greater frequency of talking with faculty outside the classroom and being a guest in a professor's home, and a greater satisfaction with the amount of contact and overall relationship with faculty and administrators. This type of involvement suggests a more informal

relationship, perhaps one in which students feel comfortable discussing more relevant, value related topics. The informal student-faculty relationship may be one in which faculty values directly influence the values of students. The research has shown that the content and relevancy of the topic is important for students to develop social concern values (Lacy, 1978).

It is interesting to note that social involvement with peers did not emerge as a strong indicator of influencing students' social concern values. These findings differ from other studies (Lacy, 1978; Pascarella et al., 1988; Terenzini, 1988) where involvement with peers does have a strong impact on value development. The nature of the social involvement with peers used in this study includes involvement based on college residence, membership in fraternity or sorority, participation in student government, intercollegiate or intramural sports and satisfaction with campus social life. This variable may not have predicted social concern since the activities do not specifically assess the nature of the subject of the interaction which tends to be more important in influencing values (Lacy, 1978).

Analysis of Covariance Results

In order to further explore the relationship between diversity and involvement with the development of social

concern values, analysis of covariance was conducted for students attending predominantly white private and public institutions. Since social involvement with faculty was the strongest predictor of social concern, this variable was used in the ANCOVA. Using the median score (11.0) the variable was split between low and high involvement. The racial diversity variable, using the median score (8.7%) was also split into low and high diversity. Analysis of covariance of the 1986 social concern score was conducted, looking at the effect of involvement and diversity. The 1982 social concern score was covaried with the dependent measure. Separate analysis was conducted for white and Black students attending predominantly white public and private institutions.

The results reveal several important findings reported for white students in Table 6 and for Black students in Table 7. First, the involvement score held as a main effect regardless of race or institutional type, except for Black students in predominantly white private institutions. This finding indicates that the higher the level of involvement, the higher the social concern score. The significant F scores are as follows: white students attending predominantly white public institutions ($F=37.33$; $p<.01$); white students attending predominantly private institutions ($F=10.80$; $p<.01$); and Black students attending predominantly white public institutions ($F=8.94$; $p<.01$).

TABLE 6

Social Concern Mean Scores of White Students, Low and High Diversity and Involvement in Predominantly White Institutions

	Four Year Public Institutions		Four Year Private Institutions	
	Social Involvement with Faculty		Social Involvement with Faculty	
	Low	High	Low	High
Racial Diversity				
Low	12.05	13.14	12.37	13.61
High	12.47	13.47	12.94	13.86

Analysis of Covariance Results

	df	Mean Sq.	F	
Covariate				
Social Concern 1982	1	4589.23	509.77	**
Main Effects	2	188.97	20.99	**
Racial Diversity	1	49.07	5.45	*
Social Involvement with Faculty	1	336.03	37.33	**
2-Way Interaction	1	1.08	0.12	

Analysis of Covariance Results

	df	Mean Sq.	F	
Covariate				
Social Concern 1982	1	5232.98	563.64	**
Main Effects	2	59.05	6.36	**
Racial Diversity	1	25.94	2.79	
Social Involvement with Faculty	1	100.23	10.80	**
2-Way Interaction	1	2.03	0.22	

TABLE 7

Means and Standard Deviations of Involvement Scores for Black and White Students by Institution

Variable	All		Four Year Public		Four Year Private		Four Year Black		Two Year		Significance F
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Social Involvement - Faculty											
Black Women	10.37	(2.46)	9.69	(2.10)	11.21	(2.75)	10.40	(2.43)	11.09	(3.27)	All 73.73 **
Black Men	10.67	(2.44)	9.92	(2.84)	10.81	(2.20)	11.01	(2.33)	9.63	(2.20)	Race 15.92 **
											Gender 4.45 *
White Women	11.45	(2.38)	10.75	(2.27)	12.31	(2.3)			10.78	(2.06)	Inst. 1111.63 **
White Men	11.21	(2.86)	10.72	(2.32)	11.89	(2.32)			10.72	(2.16)	Two-way RxG 3.27 *
Social Involvement - Peers											
Black Women	24.78	(4.50)	24.86	(4.73)	24.57	(4.29)	24.82	(4.42)	24.22	(5.76)	All 45.26 **
Black Men	26.21	(3.98)	25.14	(4.52)	27.63	(3.56)	26.27	(3.98)	25.67	(2.07)	Race .610
											Gender 14.34 **
White Women	25.75	(4.52)	25.29	(4.55)	26.91	(4.31)			23.60	(3.96)	Inst. 71.01 **
White Men	26.17	(4.53)	25.82	(4.55)	27.24	(4.41)			24.42	(4.12)	
Academic Involvement											
Black Women	16.10	(2.96)	15.50	(2.74)	17.40	(1.72)	16.14	(3.11)	15.64	(2.66)	All 73.25 **
Black Men	16.55	(2.87)	16.58	(2.54)	16.94	(3.11)	16.65	(2.94)	14.88	(2.70)	Race 34.74 **
											Gender 4.66 *
White Women	18.06	(2.73)	17.49	(2.77)	18.86	(2.53)			17.24	(2.59)	Inst. 90.87 **
White Men	17.75	(2.86)	17.22	(2.78)	18.66	(2.71)			16.85	(2.81)	

N=4112; *p<0.05; **p<0.01

The second important finding is that for white students attending predominantly white public institutions the results reveal significant differences between low and high racially diverse institutions ($F=5.40$; $p<.01$). These results show that students attending predominantly public institutions with higher levels of racial diversity develop greater social concern values. The main effects of both racial diversity and involvement are only significant for white students in predominantly white public colleges and universities.

The third important finding from this analysis indicates that a consistent pattern of social concern values exists for both Black and white students in both predominantly white public and private institutions. The mean scores reveal that the lowest level of social concern is in institutions with low diversity and low involvement, and the highest level of social concern is in high diversity and high involvement institutions.

Importance of Involvement

Since the results of the study clearly indicate that involvement is the essential factor in students developing greater social concern values, it is important to discuss where involvement occurs. The results of the analysis of variance, shown in Table 8 indicate that there are

TABLE 8

Means, Standard Deviations and Analysis of Variance of Involvement Scores for Black and White Students by Institution

Variable	All		Four Year Public		Four Year Private		Four Year Black		Two Year		Significance F
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Social Involvement - Faculty											
Black Women	10.37	(2.46)	9.69	(2.10)	11.21	(2.75)	10.40	(2.43)	11.09	(3.27)	All 73.73 **
Black Men	10.67	(2.44)	9.92	(2.84)	10.81	(2.20)	11.01	(2.33)	9.63	(2.20)	Race 15.92 **
											Gender 4.45 *
White Women	11.45	(2.38)	10.75	(2.27)	12.31	(2.3)			10.78	(2.06)	Inst. 1111.63 **
White Men	11.21	(2.86)	10.72	(2.32)	11.89	(2.32)			10.72	(2.16)	Two-way RxG 3.27 *
Social Involvement - Peers											
Black Women	24.78	(4.50)	24.86	(4.73)	24.57	(4.29)	24.82	(4.42)	24.22	(5.76)	All 45.26 **
Black Men	26.21	(3.98)	25.14	(4.52)	27.63	(3.56)	26.27	(3.98)	25.67	(2.07)	Race .610
											Gender 14.34 **
White Women	25.75	(4.52)	25.29	(4.55)	26.91	(4.31)			23.60	(3.96)	Inst. 71.01 **
White Men	26.17	(4.53)	25.82	(4.55)	27.24	(4.41)			24.42	(4.12)	
Academic Involvement											
Black Women	16.10	(2.96)	15.50	(2.74)	17.40	(1.72)	16.14	(3.11)	15.64	(2.66)	All 73.25 **
Black Men	16.55	(2.87)	16.58	(2.54)	16.94	(3.11)	16.65	(2.94)	14.88	(2.70)	Race 34.74 **
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White Men	17.75	(2.86)	17.22	(2.78)	18.66	(2.71)			16.85	(2.81)	

N=4112; *p<0.05; **p<0.01

significant differences in each involvement variable among institutional types.

Results were very similar for both social involvement with faculty and academic involvement. Students attending predominantly white four year private institutions are more involved with their faculty and with the academic system than students attending public institutions, community or Black colleges. White students are more involved informally with their faculty and with the academic system than Black students. Women students experience higher levels of both social involvement with faculty and academic involvement than men. Moreover, there is a significant two-way interaction between being female and attending a predominantly white four year private institution for social involvement with faculty.

Results of the analysis of variance indicate that students are more socially involved with their peers in predominantly white four year private institutions than in their public counterpart, community colleges or historically Black colleges. Further, men experience a higher level of social involvement than women. There were no significant differences between races.

These findings suggest that the opportunities for involvement are greater in private institutions, whether it be in residence arrangements, relationships with faculty or social leadership experiences. The ramification of these

findings are important; opportunities for involvement with faculty and involvement with the academic system must be developed and encouraged. The results of this study reconfirm the importance of involvement, not only for retention and satisfaction, (Tinto, 1975; 1987; Pascarella & Terenzini, 1979) but for the development of college students' social concern values.

The Integrated Environment Model

The focus of this research was to examine the impact of an integrated environment on college students' social concern values. The essential conditions of an integrated environment were operationalized by the racial diversity of the college environment and the level of student's social and academic involvement. The discussion of why the results did not fully support the hypothesis will be discussed.

Adequacy of the Model

The adequacy of the operational model of an integrated environment is key to the discussion. In order to assess the impact of an integrated environment the question of whether the level of institutional racial diversity of the sample represents an adequate number of non-white students is central to addressing the results. The mean institutional racial diversity was only 15%, compared to 20% represented in national higher education enrollment data. Institutional racial diversity becomes even smaller (10%)

when looking at colleges and universities, excluding the historically Black colleges. This figure, not only falls below the national data, but reflects a smaller proportion than what Kanter (1977) suggests is needed for a critical mass to ameliorate the problems associated with being a token in the group context.

While the small numbers may be attributed to understanding the results, the conditions in which intergroup contact occurs must also be assessed. The model of Allport's "contact theory" was used to define the conditions for constructive intergroup relations. The conditions include: 1) equal status for minority and group members, 2) strong institutional support for positive relations, and 3) cooperative interaction or mutual interdependence aimed toward achievement (1954). Considering this theoretical model several observations can be made about the study.

The methodology utilized to examine the impact of an integrated environment on student's social concern values has some limitations. The strength of the study was to assess this question utilizing multi-institutional, national data. However, utilizing secondary data limited this researcher's ability to design the study to fully apply the model of intergroup contact. The development of the involvement variables, in addition to the presence of minority students was the method used to operationalize the

essential conditions of constructive intergroup relations. Although the results indicate that involvement increases the likelihood of students developing greater social concern, the variables do not fully encompass the conditions for Allport's contact theory. With the low percentage of institutional diversity, it is not clear whether the involvement measures adequately account for racial interaction. Moreover, the most important information that is not known is whether students, through involvement with their peers, faculty and academic system are involved with students, faculty and administrators from races other than their own.

Although the social involvement with faculty and academic involvement measures indirectly address the students perception of institutional support, the data provide little direct information on institutional support for positive relations. Allport's condition of "strong institutional support for positive relations" continues to be identified in the most recent publications, as the central element in promoting support for diversity and cultural pluralism (Commission, 1988; Green, 1989; Smith, in press; Terrell & Wright, 1988).

Limitations of the Study

Several methodological limitations of the study have been identified throughout this chapter. Probably, the

single most important limitation, as previously described, was the use of secondary data to address the research question. However, the opportunity to obtain a "pulse" on the impact of college on student values in the 1980's far outweighs this limitation. Another central methodological issue is that the multivariate regression analysis limits the results to linear relationships.

There were several limitations to the sample employed for the study. First, it was not representative of national higher educational racial diversity enrollment, with very low representation of minority groups other than Black students. This limited the ability to study the research question for other minority groups. Second, the average institutional racial diversity represented in the sample was below the national average, which limits the assessment in more diverse environments. Third, the geographical distribution was uneven and not representative of the national higher educational system.

Regardless of these limitations, the research addressed a very timely topic. The development of an operational model to study the impact of an integrated environment in higher education is an important contribution, and one which can be further refined.

Summary of the Study

The purpose of this study was to assess the impact of an integrated environment on college students' social concern values. The results indicate that 1) over the freshman to senior year, social concern values are declining for white students and increasing for Black students; 2) racial diversity, through the regression analysis, does not contribute either positively or negatively to student value development; 3) the results of the ANCOVA show that a consistent pattern exists in which, students attending institutions with high racial diversity and involvement have higher social concern values than students in institutions with low racial diversity and involvement; 4) involvement is the critical factor -- regardless of race, gender and institutional type -- in students developing greater social concern values; and 5) students attending predominantly white four year public institutions, not only become less socially concerned over four years, but are also less involved.

Implications

Results of this study can be further explained by Amir's summary of the favorable and unfavorable conditions which either reduce or increase prejudice and intergroup tension. As noted in the review of the literature Amir (1969) identifies the unfavorable conditions as follows:

> The unfavorable conditions which may increase intergroup tension and prejudice are: 1) when the contact situation produces competition between the groups; 2) when the contact is unpleasant, involuntary, tension laden; 3) when the prestige or the status of one group is lowered as a result of the contact situation; 4) when members of a group or the group as a whole are in a state of frustration (i.e., inadequate personality structure, recent defeat or failure, economic depression, etc) - here contact with another group may lead to the establishment of an ethnic 'scapegoat'; 5) when the groups in contact have moral or ethical standards which are objectionable to each other; 6) in the case of contact between a majority and minority group, when the members of the minority group are of a lower status or are lower in any relevant characteristic than the members of the majority group" (pp. 338-339).

Current campus unrest, as noted in the recent news media, indicates that several of the unfavorable conditions are at work. As the majority, white students on college campuses may be experiencing competition, due to the institutional commitment to increased racial diversity, for admissions and shrinking financial aid dollars. Further tension may be created by white students who do not value racial diversity and, consequently do not support the affirmative action goals of increasing the numbers of minority faculty and administrators. Moreover, some white students may experience a sense of higher status manifested through the assumption that minority students should assimilate into "white" culture.

On the other hand, students of color are experiencing similar feelings of tension and competition as well as growing anger. As minority students develop a greater sense

of cultural identity and pride they may also experience anger and resentment from the lack of institutional support. A manifestation of this is seen in the growing interest of Blacks to attend historically Black colleges. Further, while minority students remain a small percentage of the total undergraduate enrollment in colleges and universities, the issues of tension, competition and status will persist. Finally, until institutions embrace cultural diversity in all its forms, non-white students will still feel and be "the other".

An important outcome of this study is a reconfirmation that the "add and stir" method of intergroup interaction is ineffective. Rather, a more proactive approach is required to develop the favorable conditions for interaction. Tajfel (1982) suggests the importance of multi-group membership. This assumes that students who can move into several different groups will develop the awareness and sensitivity to be effective with individuals different from themselves.

The results of this study clearly indicate that there is potential for students to become more socially concerned. However, failure to create environments that both support student involvement and foster constructive interracial contact will result in further decline in social concern and humanitarian values. The reality of the national demographic change, as well as in higher education, is well documented. Therefore, it is the challenge of higher

education to create environments in colleges and universities where interaction and involvement with the academic institution and with and faculty can take place. In particular, public higher education is faced with a great challenge to create intimate environments out of large, massive educational systems.

Ultimately, institutions of higher education must set the standard -- to embrace cultural diversity in all its forms; to provide the strong institutional leadership to affirm, encourage and support constructive interaction; and to not tolerate or condone conditions that do not affirm this commitment. The importance of creating a campus environment which "respects, accepts, and encourages cultural differences is timely and may create a genuine sense of community in which all cultures may contribute and all benefit for the betterment of human beings" (Carter, White & Sedlacek, 1985). It is only under these conditions that we can expect college students, living in a richly diverse world, to develop social concern values.

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